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		144			16		128

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7 6 6 6 60
6 2

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6 6 6 6

_____ & _____ : Visit of a foreign partner " (3-14)
_____ 4 to be " (3. -3/ & -0 " (3/-96)
_____ 4 (&&&& " (3-31)

_____ П Б б . Б Б
_____ 4 (" (-43)
_____ 4 (" (-7),
(-- " (1-8)
_____ & _____ : Tough interviews " (2/-20 &
" (20

_____ : Applying for a job "
_____ Б б . Б Б
_____ б б б б б б б
_____ 4 "
_____ 4) The Present Simple Tense " (/- 1 & (--7
" (1-109)
_____ & _____ : Modern Etiquette " (0-, 2 &
" (1

_____ Б б 4 . Б Б
_____ I П Б г б Л Б
_____ 4 " (, -23)
_____ 4) The Past Simple Tense " (, 2- - & (-&&
" (- -132)
_____ : Why should I learn English 10 compelling reasons for
EFL learners (.24-25)
_____ 4

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Б б Б б Б
7. _____ 4 " (1-21)
_____ 4 to be " (3. -3/ & 2- . " (31-98)
there is/are " (33 & && & " (33-101)

2. _____ 4 there is/are. " (33 & 1-3 " (-102)
_____ & _____ : First names and friendship " (1
_____ 4 " (-

3. _____ 4 to have have got " (, - - & (&& " (--
104)
_____ & _____ : First names and friendship " (1 &
" (2

4. _____ 4 to have have got " (, - - & (-& " (. -
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_____ & _____: Forms of Address " (2-19)

5. _____ 4
_____ & _____: Forms of Address " (2- 3 &
" _____ (3 The art of mingling " (, - , 0 &
" _____ (0

_____ : Listen to people getting acquainted at a conference. What are they talking about? Do they get on with each other? "

П Б Б Д б

(_____ 4 (" (-43)
_____ & _____: Tough interviews " (2/ -86)
_____ 4 ((" (-7),
(. -3 " (2-10)

.(_____ & _____: Winning posts " (21-23 &
" _____ (23
_____ 4: A new job " (-1 & (, - 2 " & (-12)

-(_____ 4 (" (, 1-, 3 & (-1 " (-. -36)
_____ 4 (" (.

.(_____ 4 (" (3-- & (2- . " (-0-38)
_____ & _____: Job hunting " (-1-40)

5. _____ 4 (" (- --. & (/-, " (-3-42).
_____ 4 & V " (. & 2-/ &

_____ & _____: Dos and donts for job seekers " (/ -52)

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7 **б б б б б**
(_____ & _____: Modern Etiquette " (2-31)
_____ 4 4 & " (-- . & (. &&& " (3-
21)

.(_____ 4)The Present Continuous Tense " (/-117),
(, &&& , " (1-120)
_____ & _____: Modern Etiquette " (- -34)
4

-(_____ & _____: Modern Etiquette " (-. -38)
_____ 4 4 & & & & " _____
(. - 0 & (& , &- & , " (1-24)
_____ 4 Modern Etiquette " (0-38)

4. _____ 4 " _____ 4) The Present Simple Tense vs the Present Continuous Tense " (, - , & (&&2 " (, - 124)

_____ & _____: Telephone techniques that work " (-3-41), _____ " (

/(_____: _____ 4 & _____ & _____ " (1-18), _____ (/ &1 &2& " (, -24)

_____ & _____: Telephone etiquette: how phonogetic are you? " (. - . 0 & _____ " (0-47)

_____ & _____: Telephone English: how to take and give messages " & _____ (0

I _____ b r b J _____ b b

(_____ 4 _____) The Past Simple Tense " (, 2- - & _____ & (/ &0 " (- / -136)

_____ 4 " (1 (2

2. _____ 4 " (, -23) _____) The Past Continuous Tense " (-1- -3 & (& _____ 4 (-3-140)

_____ & _____: Why should I learn English 10 compelling reasons for EFL learners (_____ .24-25)

_____ 4 (" _____ (/

-(_____ 4 _____ " _____) The impact of culture on business (_____ .229),

Vive la difference? (_____ .230-231) _____: /The Past Continuous Tense . 7,9 (_____ . 141),

vs the Past Continuous Tense (_____ . 142), _____ . 1,2 (_____ .142)

.(_____ 4 _____ " _____: _____ " (2--20 & (, &&& " (20-87)

_____ & _____: Stereotypes vs cultural generalizations " (_____ 232-233)

5. _____ 4 _____ " _____ " (& (. . _____ 4

_____ & _____: Cross-cultural differences between native English-speaking communities (_____ c. 234) British attitudes. Tea (_____ .234-235)

_____ & _____: _____ =li nncultural _____ c _l_h] _m[_l_r_b_ _g j i l i f h r θ " _____ .16 .27)

_____ & _____: _____ =li nnc] of r ol [f c _l_h] _m _n _h r b _? o l i j _[h n [h r b _; n [h m

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_____ :
_____ & _____ : Business trips "
_____ : A business trip "

_____ 4 _____ " (0-0/ & (1&2& & / " (02-70)

Б б . . Б Б
б б б б

_____ 4 _____ "
_____ & _____ : Negotiations "
_____ 4 _____ " c. 4-1 & (-11 " (1-10)

Б б . Б Б
Б - б б в б I Б Б

_____ 4 _____ - _____ "
_____ & _____ : Time management "

_____ 4 _____) The Future Simple Tense " c. 146- . 2 & (" (148)

К б Б б 0 . Б Б
б б Б б б

_____ : Education "
_____ & _____ : Education: Historical Perspective " c.19-20)
_____ 4 _____) The Future Perfect Tense " (-/--0 & (. &
" & (-1

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(_____ 4 _____ "
_____ & _____ : Catching a train. Booking train tickets in
Britain. Booking train tickets in the USA ()
_____ : _____ 4A railway journey
_____ : " (0/-00 & 0 " (0/
_____ 4 _____ "
_____ : " (0/-00 & 3& &- " (01-70)
_____ & _____ : Travelling by railway "

3. _____ 4 _____ "

_____ & _____: Travelling by plane & Airplane reservations
" _____: 4Travelling by plane
_____ (" (0/-66),
0 " (1 & 1 " (1,

4. _____ 4 " _____ (10 & (3 " (12 (_____ & _____: At a hotel " _____: 4Booking a room

5. _____: " (10 & (& " (12-80).
_____ 4At the Grand hotel "
_____ : London "

6 6 6 6

(_____ & _____: Rules for negotiations, The most important elements of negotiations "
_____ : Negotiation tactics "

2. _____ 4 " _____ & _____: Discussing the order, At the office "
_____ : _____ 4Meeting a partner
_____ : " (, . -, / & (& & & & " (, /-27)

3. _____: Past((, &-11, 14-, " (-14)
_____ & _____: Discussing the price problem "
_____ :

Б - б б в б ІБ Б

1. _____ 4 - " _____) The Future Simple Tense " c. 146- . 2 & (_____ 4 _____ " (. 2-151) _____ & _____: How well do you manage time "
_____ : _____ 4Good and bad time management

_____ (_____: _____) The Future Continuous Tense " (// - /0 (&& " (/0-157) _____: Managing your time "

3. _____ 4 " _____ & _____: Leisure time, _____ What do you do in your free time
"

_____: Leisure activities "

4. _____ 4 ") The Future Perfect Tense " (-/--0 & (&&
_____: " & (-0-37)
_____: Five ways to balance work and leisure "

_____ 4 J i j o f [l f _ c o l _ [] n p a r e _ m

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(_____ & _____: Education in a globalized world " (. 0
_____ 4 4 = b [h a _ m d h
education - for the better or for the worse?

_____ 4 History of world education
_____ 4 Future((- & & / " (0

2. _____ 4 ") British school system " (, . -26)
_____ & _____: Comparison of British and Russian
school system

_____ 4 2 " && (/3-160)
_____ 4 Jobs in education

3. _____ 4 " 2&& (0 -162)
_____ & _____: American school system " (, 0-28)
_____ 4 My future
profession

_____ : Teaching: art or science?

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7 б Б рБ

- a) a
- b) an
- c) the
- d) -

2) **б б Б Б б Б**
 Our parents at work.

- a) are
- b) is
- c) am
- d) -

3) **б б Б Б б Б**
 She is from Scotland & 9

- a) she is
- b) is she
- c) ~~am~~ ~~is~~ ~~she~~ ~~isn't~~ ~~it~~
- d) isn't it

4) **б б Б Б б Б**
 Q bi ~~cm~~~~bc~~ i oha g [h9 C i h nehi

- a) him
- b) he
- c) his
- d) he's

5) **б б Б Б б Б**
 M~~b~~ two brothers and two sisters.

- a) has
- b) does have
- c) have
- d) have's

6) **б б Б Б б Б**
 [h ~~mbi~~ ~~jm~~]l\ 9

- a) There is
- b) There are
- c) Is there
- d) Are there

7) **б б Б Б б Б**
 you got a pen?

- a) are
- b) have
- c) has
- d) is

8) **б б Б Б б Б**
 C ~~fæ~~ ~~n~~ b[p_YYYYg il_n_] &i of Cb[p_YYYYn_]]oj9

- a) a few; one
- b) few; a
- c) some; the other
- d) a little; another

9) **б б Ы Ы б Ы**

Last year our students had _____ in Correctional School Education.

- a) many laboratory works
- b) much laboratory work
- c) a few laboratory works
- d) one laboratory work

10) **б б Ы Ы б Ы**

Nb_h_mYYYYm _j1_mcha rb[n _ i h nehi b[nri i [\i onYYYY(

- a) is; it
- b) are; it
- c) is; them
- d) are; they

11) **б б Ы Ы б Ы**

I have left _____ book at home. Can you give me _____ ?

- a) my; your
- b) mine; your
- c) my; yours
- d) mine; yours

12) **б б Ы Ы б Ы**

Fie Nb_l_mYYYYoh _l rb_r[\ f_(I b&cnmg \[a(

- a) something
- b) some
- c) anything
- d) nothing

13) **б б Ы Ы б Ы**

Look at _____ geese! ; l_h nYYYY ohh 9

- a) this; they
- b) those; it
- c) these; them
- d) these; they

4 (, (A - . (A 5. A 0(1(B 8. D 9. C 10. A 11. C 12. A 13. D

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1) **б б Ы Ы б Ы**

_____ this film before?

- a) Do you see
- b) Did you see
- c) Have you seen
- d) Will you see

2) **б б Ы Ы б Ы**

Michael _____ playing the piano at the age of six.

- a) began
- b) begins
- c) had begun

d) was beginning

3) **а** **б** **в** **г** **д** **е**

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] i h n[llq_

i _rh n[llq_

4) **а** **б** **в** **г** **д** **е**

My parents _____ in London since 2009.

a) were living

b) have lived

c) live

d) lived

5) **а** **б** **в** **г** **д** **е**

Who _____ America?

a) did discover

b) discovers

c) discovered

d) had discovered

6) **а** **б** **в** **г** **д** **е**

The guests _____ tea when Robert _____.

a) had; entered

b) were having; entered

c) had; was entering

d) will be having; enter

7) **а** **б** **в** **г** **д** **е**

Nick _____ a new tie yesterday. It _____ him 10 dollars.

a) bought; costed

b) was buying; cost

c) had bought; cost

d) bought; cost

8) **а** **б** **в** **г** **д** **е**

Neither Olga nor her sister _____ to go to the club tonight.

a) wants

\ i _rh n [hn

c) is wanting

d) isn t wanting

5 **а** **б** **в** **г** **д** **е**

John Major _____ Prime Minister in November, 1990.

a) had become

b) becomes

c) became

d) has become

-, **а** **б** **в** **г** **д** **е**

She _____ for 15 years.

a) is teaching

- b) has been teaching
- c) teaches
- d) has teached

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He _____ in Rome before he moved to Paris.

- a) had lived
- b) lived
- c) was living
- d) had been living

12) **6 6 ь ь 6 ь**

At this time tomorrow they _____ over Greece.

- a) will fly
- b) will be flying
- c) are flying
- d) will have flown

13) **6 6 ь ь 6 ь**

He _____ breakfast yet.

- a) has finished
- b) finished
- c) hasn't finished
- d) hasn't finished

14) **6 6 ь ь 6 ь**

Sam _____ riding a motorbike when he _____ 12 years old.

- a) was learning, was
- b) learnt; was
- c) learns; is
- d) will learn; will be

15) **6 6 ь ь 6 ь**

They _____ their music class in the morning today, but normally they _____ it in the afternoon.

- a) have; are having
- b) are having; have
- c) were having; are having
- d) will have; had

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69% - 85%	
50% - 68%	
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Образцы заданий для текущего контроля

Семестр 1

М. [e i h r b _ r i j c] Cross-cultural differences: are they important? (

Семестр 2

М. [e i h r b _ r i j c] G o m l _ j l i _ n m i h (

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Образцы заданий для текущего контроля

Семестр 1

Read and translate the text. Answer the questions.

Preparing For a Job Interview

Once your resume and cover letter have served their purposes well, you will be invited to participate in an interview and your prospects for employment are very strong if you put in the time to be well prepared.

In this section we look at how to get ready for an interview, what types of interviews you might need to engage in, and what kinds of questions you might be asked.

Review the Job Description

When you prepare for an interview, your first step will be to carefully read and reread the job posting or job description. This will help you develop a clearer idea of how you meet the skills and attributes the company seeks.

Research the Company or Organization

Researching the company will give you a wider view of what the company is looking for and how well you might fit in. Your prospective employer may ask you what you know about the company. Being prepared to answer this question shows that you took time and effort to prepare for the interview and that you have a genuine interest in the organization. It shows good care and good planning soft skills you will surely need on the job.

Practice Answering Common Questions

Most interviewees find that practicing the interview in advance with a family member, a friend, or a colleague eases possible nerves during the actual interview. It also creates greater confidence when you answer specific questions you will likely be asked and corresponding strategies for answering them.

Plan to Dress Appropriately

Interviewees are generally most properly dressed for an interview in business attire, with the goal of looking highly professional in the eyes of the interviewer. At the DePaul University Career Center and

CareerSpots.com Web site, click on Interview Dress to see three videos on dressing for success in your job interview. Learn exactly what is meant by "appropriate for men and women."

Come Prepared

Bring a portfolio of representative work. Leave behind coffee, chewing gum, and any other items that could be distractions.

Be Confident

Impress your interviewer with your knowledge of the company and industry. Show that you are confident and prepared.

Семеср 2

Read and translate the text. Answer the questions.

Time management

Time management systems have become exceedingly popular in recent years and with good reason. The ultimate potential benefit of such systems is the ability to optimize how you spend your time in order to extract the best possible results in the shortest period of time. Such systems do come with a price, however, and that price is the time you must spend first learning and then maintaining the system. Generally speaking, the more complex the system, the more costly it is to use. The more time you spend managing your system, the less time you'll spend reaping the rewards of increased productivity.

Since the early 1990s, I've studied time management extensively, both by devouring existing knowledge on the subject and through first-hand trial and error. I've read a shelf full of books on time management, listened to hundreds of hours of time management audio learning, and read dozens of articles on the subject. I've used a variety of time management systems including Franklin-Covey, David Allen's Getting Things Done, and Anthony Robbins' Rapid Planning Method (formerly called OPA for Outcome-Purpose-Action). I've used PC software like Microsoft Outlook, Palm computers, and paper-based planners. If there were such a thing as a Ph.D in time management, I've gone through the curriculum many times over.

Studying time management has been an extremely worthwhile endeavor. While the claims made by people selling products in this field are often exaggerated and overhyped, I did realize some genuine productivity benefits from applying the best ideas. As I wrote in the article "Do It Now," I was able to earn two college degrees in only three semesters, largely by applying a variety of time management techniques, some of them to the extreme. I took the same classes in 1.5 years that other students took over a 4-year period, but I was able to compress them into a much shorter period of time by taking about triple the normal course load. However, I don't consider this to be an extraordinary achievement. I think someone else who studied time management as much as I did could achieve similar results. The sad truth is that most people are so incredibly bad at managing their time that rock-bottom personal productivity is simply accepted as normal. So anyone who can consistently invest 80% of their time each day in intelligent, productive activities is going to look like an overachiever by comparison. The average college student in particular is probably operating at only 20-30% of their capacity, and I'm referring to their social life in addition to academics. Most people are completely unaware of just how poor they are at time management until some "overachiever" enters their lives and makes them look bad by comparison.

Time management systems

It's tempting to say that excellent time management is a result of having a great time management system. But I have not found this to be the case. I think the general mindset of time management is far more important than any system. And the mindset of time management is simply that you value your time. It's really a self-

esteem issue. If you see your life as valuable and meaningful, then you will value your time as well. If you find yourself wasting a lot of time, you probably don't have a strong enough reason to manage your time.

e well. No system you use will make much difference until you address the underlying issue of self-respect. If your life has no meaningful purpose, then you don't have a compelling enough reason to improve your time management skills.

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Образцы заданий для текущего контроля

Семестр 1

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Семестр 2

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- Nb_b_[fch_i rb_[lṛ]f_Cb[p_1_] cm
- Nb_[orbi l i rb_[lṛ]f_cm
- Nb_g[d h c _] i rb_[lṛ]f_cm
- Nb_[lṛ]f_cm[\i on
- I found the article (rather) interesting (important, useful) [m) _] [om

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Образцы заданий для текущего контроля

Семестр 1

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Семестр 2

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Этапы работы над проектом

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Образцы заданий

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ДБ - б б Ъ Ъ б Ъ
 G с_m[rb_l cmg YYYY(
 1) uncle 2) stepfather
 3) father-in-law 4) brother-in-law

ДБ 2. б б Ъ Ъ б Ъ
 Will you meet my cousin John at the station tomorrow? С i h nehi бсг (YYYY9
 1) What does he like? 2) What is he like?
 3) What does he do? 4) What does he look like?

ДБ б б Ъ Ъ
 1) piece 2) read
 3) port 4) pit

ДБ 4. б б Ъ Ъ б Ъ
 On ___ days we spent much time indoors watching TV.
 1) rain 2) raining
 3) rainy 4) rained

ДБ 5. б б Ъ Ъ б Ъ
 What is ___ capital of ___ India?
 1) a; an 2) the; the
 3 -; the; 4) the; -

ДБ 6. б б Ъ Ъ б Ъ

They spoke to _____ daughter yesterday.

- Ng [h G[l m , Ng n[h G[l m
- Ng n[h G[l 4) Tim and Mary

ДБ 3 б б Ъ Ъ б Ъ

I prefer _____ coffee black and without sugar.

- 1) a 2)
3) an 4) the

ДБ 4 б б Ъ Ъ б Ъ

She remembered _____ beautiful lawns and footpaths.

- 1) those 2) that
3) them 4) this

ДБ 9. б б Ъ Ъ б Ъ

Q bi smb l_ ch rb_ li i g 9 C][h nm_ YYYY(

- 1) somebody 2) anything
3) anybody 4) nobody

ДБ 10. б б Ъ Ъ б Ъ

Is there ___ or ___ furniture in your room?

- 1) much; little 2) many; little
3) much; few 4) many; few

К Ъб б Ъ Ъ б б (в б б Ъ Ъ г б Ъ Ъ б.

Buckingham palace

Buckingham Palace is the London residence and administrative headquarters of the reigning monarch of the United Kingdom. Located in the City of Westminster, the palace is often at the centre of state occasions and royal hospitality. It has been a focal point for the British people at times of national rejoicing and mourning.

Originally known as Buckingham House, the building at the core of today's palace was a large townhouse built for the Duke of Buckingham in 1703 on a site that had been in private ownership for at least 150 years. It was acquired by King George III in 1761 as a private residence for Queen Charlotte and became known as The Queen's House. During the 19th century it was enlarged, principally by architects John Nash and Edward Blore, who constructed three wings around a central courtyard. Buckingham Palace became the London residence of the British monarch on the accession of Queen Victoria in 1837.

The last major structural additions were made in the late 19th and early 20th centuries, including the East front, which contains the well-known balcony on which the royal family traditionally congregates to greet crowds. The palace chapel was destroyed by a German bomb during World War II; the Queen's Gallery was built on the site and opened to the public in 1962 to exhibit works of art from the Royal Collection.

**БИБ I .
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ДБ - б б Ъ Ъ б Ъ

She _____ to Greece.

- 1) never was 2) will never been
3) has never been 4) is never been

ДБ - б б Ъ Ъ Ъ б Ъ

Tomorrow at 9 p.m. I _____ to Paris.

- 1) will fly 2) will be flying
3) will have flown 4) flew

ДБ 14. б б Ъ Ъ б Ъ

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- 1) dreams; leaves 2) will dream; leaves
3) dreams; will leave 4) dreams; is leaving

ДБ 15. б б Ъ Ъ б Ъ

Jill _____ dinner when her husband _____ .

- 1) was cooked, came 2) cooked, came
3) was cooking, came 4) were cooking, was coming

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Mass Media in the democratic society

Today more homes in the United States have television than a toilet. The average adult watches TV three hours each day, and the average child four. By the time most American youths graduate from high school, they will have spent more time in front of the television than in class. Truly, Americans live in a media age; but what are they learning about their government and politics?

Unless a citizen is actually in the White House, on the floor of a state legislature he or she cannot experience directly what is happening. Citizens today know the political world largely through the pictures, words, and expressions the mass media communicate to them. In reality, politics and the mass media have become inseparable. Supreme Court Justice Lewis F. Powell explained the importance of the mass media for citizens in a democracy. He argued that an informed public depends upon accurate and effective reporting by the news media. No individual can obtain for himself the information needed for the intelligent discharge of his political responsibilities. For most citizens the prospect of personal familiarity with newsworthy events is hopelessly unrealistic.

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Сертификат: 6314D932A1EC8352F4BBFDEFD0AA3F30
Владелец: Артеменков Михаил Николаевич
Действителен: с 21.09.2022 до 15.12.2023